DOCUMENT RESUME

ED 095 479 CS 001 231

TITLE	Oregon Criteria of Excellence in Reading Programming.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Mar 74
NOTE	37p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Community Involvement; *Evaluation Criteria; Inservice Teacher Education; *Performance Criteria; *Program Evaluation; Program Planning; Reading Achievement; Reading Diagnosis; Reading Instruction; Reading Interests; *Reading Programs
IDENTIFIERS	*Right to Read

ABSTRACT

The Oregon criteria of excellence for quality community reading programs include criteria for the following: (1) staffing, preparation, and inservice training for personnel; (2) organization and management; (3) maintenance and dissemination of materials and information; (4) diagnosis and prescription; (5) the developmental reading program; (6) commitment; (7) interest and enjoyment; and (8) evaluation. An assessment checklist for these criteria is also included. (TO)

ED 095479

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OREGON CRITERIA OF EXCELLENCE

IN READING PROGRAMMING

CS 001 231

STAFFING, PREPARATION, AND IN-SERVICE

FOR PERSONNEL ASSOCIATED WITH THE

QUALITY COMMUNITY PROGRAM

Each local education agency has identified someone within the LEA who has the authority, responsibility, and time for the development and maintenance of a quality reading program.

Each local education agency has identified someone within the LEA who has the authority, responsibility, and time for the development and maintenance of a quality reading program.

The Oregon Right to Read plan has two basic dimensions. One dimension is that of the State of Oregon making direct technical assistance available to each public and non-public administrative unit for a sustained period of time in order that a total reading program may be built which will meet certain generally accepted criteria of excellence.

The second dimension is that of encouraging the identification of an individual within each public and non-public administrative unit who will be designated by the local board of education as the director of reading for the administrative unit.

The latter dimension is thus calling for the creation of a position to be known as "reading director" with individuals being prepared by the State Right to Read staff to assume these positions.

In order for a person to function effectively in a leadership position such as that of reading director, there must not only be an assignment of responsibility but an accompanying amount of authority and time.

There is a program of preparation in reading for all substitute teachers and/or non-certificated staff who work in the classroom, such as teacher aides, volunteers, and for the auxiliary personnel associated with the school.

Just as the teaching and administrative staffs must come to possess a very real understanding of the LEA's reading program so too must the substitute teachers and the non-certificated staff who assist in the classroom and work with pupils. The regular teacher's absence from duty should not result in a marking of time when a substitute teacher is present. Developing a cadre of substitute teachers who are almost as knowledgeable of the LEA's curriculum as is the regular classroom teacher is perhaps the most likely way to preclude this waste from occuring.

The non-certificated staff who assist teachers within the classroom and who work with pupils must possess at least a general understanding of the LEA's curriculum and methods in order that the learner's time be as productive as is possible.

These auxiliary personnel associated with the school must receive the preparation that will allow them to perform their duties in the manner intended.

There is a cadre of trained volunteer reading helpers for each local education agency.

Most people agree that some individuals require more time than others to learn a given skill.

A well-trained volunteer reading tutor working under the supervision of the teacher can create the needed time required by some children to learn what is being taught. The volunteer can provide the additional contact time needed and deserved by some learners while not placing an additional expense on the school budget. The same principle holds true for adult learners.

Volunteers should be familiar with the curriculum used in the school and the resource materials which accommodate it.

There is ongoing in-service education that is both intensive and extensive for the total certificated staff.

Ensuring that the teaching, supportive, and administrative staffs of a local education agency know and understand their reading program is an essential component of both the national and state Right to Read effort. Included in this knowledge would be the understanding of 1) the rationale of the authors of the adopted reading curriculum, 2) the specifics which the adopted curriculum proposes for instruction, 3) the methodology recommended by the authors of the adopted reading curriculum, and 4) the organizational patterns, evaluation of learner progress, and administrative procedures (defined by the LEA) which govern the conduct of the reading program.

Local Reading Directors need to be involved in the planning and implementation of the intensive as well as extensive in-service education program. Sufficient time and resources should be available to the Reading Director to carry out effectively the in-service program.

There is an established incentive program for teacher in-service education in reading in the local education agency.

There are several options available to boards of education as they seek to establish incentives which may be offered to staff members to encourage participation in in-service education programs. One alternative would be to recognize in-service credits which would apply to a change of salary schedule column. A second possibility would be the practice of paying a stipend to staff members who enroll in and complete in-service education courses which carry no academic credit. Another option would be to effect a cooperative agreement with institutions of higher learning so that academic credits can be earned for the in-service courses designed to focus on the local reading program. There will certainly be other incentives which may be identified by the local education agency.

Opportunitites are provided to junior and senior high school teachers in their subject areas to develop the competencies which will allow them to accommodate the varying levels of their students.

Only one-third to one-fourth of the pupil population has attained the needed competencies for true independence in reading by grade six. This has real implications for junior and senior high school teachers in areas where there is heavy reliance upon the use of printed material.

It is for this reason that junior and senior high school teachers must be made sensitive to the problem that exists, knowledgeable as to adjustments that can and should be made in their instructional programs, and aware of the teaching practices which may allow these learners to better handle printed materials.

The total post elementary teaching staff should be able to demonstrate the ability to assist all learners to read materials in the various subject areas more efficiently.

Junior and senior high school teachers designated as reading teachers have a demonstrated knowledge of developmental reading as it relates to their local education agency's curriculum.

Continuation of instruction in developmental reading must be provided for all individuals, especially those who have not demonstrated the competencies associated with the completion of elementary school.

It is recommended that the staff of the post elementary school consist of enough personnel to assist those individuals in gaining reading independence. Staff assisting these individuals should have adequate time to work with designated learners as well as needed competencies.

ORGANIZATION AND MANAGEMENT

OF THE

QUALITY COMMUNITY READING PROGRAM

There is coordination of all the administrative facets of the reading program.

A learner may receive reading instruction from parents, classroom and/or supportive personnel as well as a variety of public and private resources in the community. It is imperative that coordination of all such agencies and/or institutions be present to ensure continuous instruction and to avoid duplication of effort.

There is a record keeping system for individual learners.

There is a record keeping system for individual learners.

In order for a continuous progress type of organization to function effectively it must be possible for the teacher to readily ascertain the specific reading skills of each learner. This may be accomplished through the establishment and use of a reading record that is cumulative in nature, and that is used to continually record the progress of each learner in the area of reading.

MAINTENANCE AND DISSEMINATION

OF MATERIALS AND INFORMATION

RELATED TO THE QUALITY COMMUNITY READING PROGRAM

There exist quality school and public library-media resources and services that are readily accessible and maximally utilized.

Children and adults must not only be taught how to read but they must be assured of the opportunity to use reading as a means of securing knowledge and enjoyment. Certainly the greatest repository of the printed and non-printed materials that can be used for either or both of these twin purposes by our youth and adults is the library and media center.

Each elementary and secondary school should provide a quality library-media center that is operated on an open basis (summer and evenings) in order that pupils as well as community members may have easy access to the holdings. The media center must be staffed by the type of professional and supportive personnel who are adept at nurturing a love of reading as well as assisting in the location and use of materials from within the resources of the library-media center.

There is an effort made within the local education agency to reproduce quality instructional and practice materials for distribution to the teachers of reading. Materials that allow learners to work independently should relate to the defined curriculum of the LEA.

When teachers plan for instruction in order to accommodate the differences that exist among learners that have implication for instruction, materials must be developed and provided to facilitate curriculum operations. Generally, practice materials of this nature that articulate with the foundation curriculum are unavailable from commercial sources or are too expensive. The need is great, but the time that would be required for teachers to generate their own supply would be excessive. It is for that reason that an LEA must address itself to the resolution of the problem if they truly expect that their teaching staff will be able to implement instruction in reading.

Each local education agency defines their reading curriculum and makes the information available to the public.

A LEA should be able to identify its curriculum when the question is asked, "What specifically do you teach children in the area of reading?" The staff should be involved in the development of the reading curriculum; possess a complete understanding of the goals of the reading program, the competencies necessary to meet those goals; and the hierarchy for the development of reading skills.

The local education agency annually has available a survey or representative sample of reading achievement levels.

If the local education agency accepts the premise that community members and elected representatives have the right to know the educational results for expenditures as well as believe that achievement in reading is measurable and reportable, the LEA is responsible for annually assessing growth in reading using the most valid measure available. The output of the school must be defined in terms of proven learnings.

DIAGNOSIS AND PRESCRIPTION

IN THE

QUALITY COMMUNITY READING PROGRAM

There is accommodation of the instructional reading level for all individuals.

Learning should be horizontal for reinforcement and vertical for growth. It is generally acknowledged that learners must have appropriate background competencies in order to acquire new and important learnings. It is also generally acknowledged that repetition of learned competencies usually results in wasted effort and frustration. New learnings must always be present and appropriate in terms of number and spacing.

If individuals are always taught for mastery, they should be ready for the next level of learnings that are proposed in the curriculum sequence.

There is refined accommodation of the varying moments and degrees of readiness, varying rates and styles of learning, and special needs and problems of all participants.

Most support the existence of individual differences. Differences that exist among individuals of comparable age may present very real implications for instruction. Individuals differ in terms of <u>when</u> they are ready or can be made ready to begin to learn to read; <u>how</u> long it takes to learn the specifics of the reading curriculum; and in terms of special needs and atypical problems that some manifest. Therefore, there should be an organization which translates this into reality.

There is a complete diagnostic testing system which includes the use of criterion-referenced instruments.

The testing program defined by the LEA should include the use of criterion-referenced instruments to determine mastery of essential elements of the articulated curriculum. Criterion-referenced instruments, because of their content validity, provide the data essential for determining the need for reteaching.

There is a system of identification and follow-up of physical limitations that may impair learning utilizing all available school and community resources.

Appropriate personnel will be utilized to make referrals for further evaluation when evidence of limitation is present. The screening should provide adequate analysis and evaluation to ensure adequate functioning. This screening should be available to all students including transfer and new pupils.

THE DEVELOPMENTAL READING PROGRAM IN THE QUALITY COMMUNITY READING PROGRAM ACCOMMODATING SUB-POPULATION

There is an appropriate developmental reading curriculum provided for all learners in grades K - 12.

There must be a curriculum provided for all learners moving through the reading program at a rate and level that is commensurate with their abilities. This includes provisions for the gifted learner moving quickly through the articulated curriculum as well as accommodations for the learner who needs more time to master fewer components of the same curriculum. Because of the progressively more sophisticated skills in the reading program, this developmental reading curriculum should be provided to accommodate such learners throughout their education experience, K - 12.

There are curriculum adjustments in other subject areas for the learners who are unable to cope with necessary reading materials.

Concern must be demonstrated for those learners lacking the necessary tools to move through reading materials in the subject areas. A flexible instructional program considers the needs of the underachiever and provides the environment in which teachers may develop or have available those materials that allow these learners to succeed.

The reading program recognizes and accommodates the implications that racial, cultural, and sexual differences may have in terms of curriculum, methodology, organization, administration, and materials.

The multi-ethnic/multi-cultural approach accommodates those factors which may affect attitudes toward self and subsequently influence the learning process. Learners should be able to maintain, expand and intergrate their cultural background with what may be new values, traditions, and viewpoints. Materials should expand upon unique characteristics of the learner's cultural background as well as allowing him/her to identify with his/her cultural background.

Similarly, the school curriculum, organization and administration should attempt to reflect the population served.

Schools should work actively to utilize multi-ethnic/multi-cultural materials that reinforce and enrich the reading and learning experience for all.

There is provision within the LEA for gifted and/or high achieving learners.

A structure should be provided to allow high achieving students to move with maximum facility. The materials should be challenging to the exhibited potential.

There is a reading program available for the adult population.

There should be an effort made to make the populus aware of the various agencies that offer assistance to the adult in gaining basic functional reading skills.

Efforts should be made to locate, recruit, and encourage participants for an adult reading program.

The LEA should develop a reading curriculum and make resources and facilities available to meet the needs of the adult population in the community. All resources and facilities in the community (including public facilities) should be considered.

There is an articulated quality pre-primary component that involves parents.

Communication between parents, pre-primary educational centers, and the schools is needed in establishing consistent basic expectations for entry into the primary grades.

A quality pre-primary component should have as a dimension a parent education program designed to help families turn their children's environments into learning experiences. The parent education program would address those language considerations upon which success in beginning reading is apparently predicted.

There is continuous progress organization of the reading curriculum so as to preclude gaps and omissions.

Continuous progress means that learners will be provided with a reading curriculum that guarantees sequential skill development in reading.

In order for learners to develop the skills needed to become literate functional members of society, new competencies should be mastered sequentially at a rate at which the learner is comfortable, utilizing appropriate approaches and techniques based on continuous diagnosis and evaluation.

Continuous progress encompasses coordination of all components of the reading program.

COMMITMENT TO THE

QUALITY COMMUNITY

READING PROGRAM

There is a commitment by staff to pupil learning and not just to teaching.

Many factors must be present in order for learning to take place. The teacher must recognize that learning may not take place automatically after the presentation of the lesson. Follow-up, reteaching, individual attention may be required to assist learners to master needed skills. Staff must believe that their responsibilities extend beyond the presentation of the daily lesson.

All staff including administrators at every level should demonstrate their commitment to the importance, pleasure, and need for reading.

Commitment of administrators and staff is necessary in order for real change to take place. Programs that are not supported by the total staff are generally not as successful or effective. Student attitudes are often affected by educational models.

INTEREST AND ENJOYMENT

IN THE QUALITY COMMUNITY

READING PROGRAM

The reading program makes special provision for helping learners to perceive reading as an enjoyable activity.

Too often mastery of skills is stressed with no attempt to highlight the total process and its worth in personal fulfillment. Development of skill competencies is sometimes less than exciting which may "turn off" learners to the enjoyable aspects of the reading experience. Learners moving through any facet of the reading curriculum should be encouraged to view the reading act, not only as a necessary activity, but a pleasant one.

EVALUATION OF THE

QUALITY COMMUNITY

READING PROGRAM

There is provision made in the LEA to periodically evaluate the effectiveness of all facets of the reading program.

The evaluation process is vital to the improvement and refinement of any process. The educational process is no exception. In order to "get the most" of the public dollar in terms of producing a literate populus, processes, materials, personnel, procedures, etc., must be reviewed. The review should be comprehensive in terms of all components of the system as well as objective in terms of meeting articulated program goals, competencies, and criteria of excellence.

CS 001 231

STATE DEPARTMENT OF EDUCATION
942 Lancaster Drice NE
Salem, Oregon 97310

Elementary-Secondary Education
Basic Education
March 18, 1974

ASSESSMENT CHECKLIST

Directions: Circle the number which best describes your district's performance in relation to the examples at the extreme ends of the continuum. The columns at the left represent no attempt to respond to the stated criterion. The column at the right represents total manifestation of the stated criterion.

STAFFING, PREPARATION, AND IN-SERVICE FOR PERSONNEL ASSOCIATED WITH THE QUALITY COMMUNITY READING PROGRAM

Each local education agency has identified someone within the LEA who has the authority, responsibility, and maintenance of a quality reading program.

No one has the responsibility for the reading program in the LEA.

1 2 3 4 5 6 7

Remarks:

The LEA has approved the position of Reading Director and one person has been selected for the position. This selected person has adequate time and authority to implement strategies needed to improve and deliver the needs of all school and adult populations.

There is a program of preparation in reading for all substitute teachers or non-certificated staff who work in the classroom, such as teacher aides, volunteers, and for the auxiliary personnel associated with the school.

There is no program of preparation for substitute teachers, teacher aides, volunteers, etc., prior to service in school.

1 2 3 4 5 6 7

Remarks:

There is a minimum of 15 hours of preparation for all substitute teachers, teacher aides, volunteers, etc., prior to service in the school.

The preparation should include instructional techniques, record keeping, administrative framework, physical plant, materials, competencies being developed at each level, and operation of equipment.

There is a bi-monthly updating of new materials, techniques, etc.

The in-service is planned by the Reading Driector and dtaff.

There is a cadre of trained volunteer reading helpers for each local education agency.

There is no program for the recruitment or training of volunteers in the schools. Volunteers are not welcome in the school.

1 2 3 4 5 6 7

Remarks:

There is a current list of persons willing to volunteer their time.

There is an organized program of recruitment.

There is a minimum of six hours training for volunteers to include:

1. materials
2. competencies being developed
3. administrative framework
4. record keeping
5. physical plant

All volunteers take part in training program

Training program is planned and carried out by Reading Director and staff,

Volunteers are welcome in the school by staff and administrators.

There is ongoing in-service education that is both intensive and extensive for the total certificated staff.

There is no provision made for in-service in the LEA.

1 2 3 4 5 6 7

Remarks:

There are periodic (semi-monthly) programs of in-service to include:

1. rationale of authors of adopted curriculum
2. specifics of the curriculum for instruction
3. recommended teaching methods/approaches
4. evaluation process
5. record keeping procedures
6. administrative and organizational framework
7. training and working with aides, volunteers, etc.
8. instructional reading level
9. diagnosis/prescription
10. reading in the content area
11. school resources
12. multi-cultural/multi-ethnic materials and the approach to learning

A minimum of four hours per month is allowed for the Reading Director to prepare in-service.

There is an established incentive program for teacher in-service education in reading in the local education agency.

There is no arrangement with the local board, community college, or university to award credit and/or salary increment for in-service.

1 2 3 4 5 6 7

Remarks:

There are arrangements made with the community college or university to apply in-service time toward graduate credit.

There is a system in operation approved by the LEA board in regard to receiving salary increment for credit earned in in-service.

There is continuous communication between the Reading Director and the community college and university.

Opportunities are provided to junior and senior high school teachers in their subject areas to develop the competencies which will allow them to accommodate the varying reading achievement levels of their students.

There is no provision made within the LEA for the development of competencies needed at the junior and senior high school.

1 2 3 4 5 6 7

Remarks:

There is an in-service program for junior and senior high subject matter teachers to include:

1. instructional methods and materials
2. determination of instructional reading level
3. how to determine difficulty of reading material
4. concept difficulty
5. how to recognize students having difficulty
6. how to adjust instructional methods, approaches, materials, etc., to accommodate pupils experiencing difficulty.
7. multi-cultural/multi-ethnic materials and approach to learning

In-service is planned by local Reading Director and designated reading teachers.

There is a yearly assessment of staff competencies in reading.

Junior and senior high school teachers designated as reading teachers have a demonstrated knowledge of developmental reading as it relates to their local education agency's curriculum.

There is no provision made within the LEA to provide reading services at the junior and senior high school level.

1 2 3 4 5 6 7

Remarks;

At the junior and senior high school level, there is a full-time reading specialist on staff to provide specialized services in reading with the assistance of one full time equivalency teacher and two aides.

There is a developmental reading program in operation as well as a system of identification of pupils experiencing difficulty.

The reading teacher at the junior and senior high school level has demonstrated his/her knowledge of the developmental reading program.

Volunteers, aides, etc., are available to assist learners.

ORGANIZATION AND MANAGEMENT OF THE QUALITY COMMUNITY READING PROGRAM

There is coordination of all the administrative facets of the reading program.

No provision has been made for the identification of community resources related to tutoring, adult education, pre-primary programs, etc.

1 2 3 4 5 6 7

Remarks:

There is a system of identification of existing tutoring, diagnosis, adult education, pre-primary, parent education services, etc., in the community.

There is a system of information dissemination to parents, school personnel, etc.

There is communication among and between these community resources and the Reading Director.

There is a record keeping system for individual learners.

There is no record keeping system in operation in the LEA.

1 2 3 4 5 6 7

Remarks:

There is a skill information sheet maintained for each pupil that lists reading skills.

There is a system by which the information sheet is updated daily.

There is a system by which the skill sheet follows the pupil room to room, grade to grade, school to school, etc.

MAINTENANCE AND DISSEMINATION OF MATERIALS AND INFORMATION RELATED TO THE QUALITY COMMUNITY READING PROGRAM

There exist quality school and public library-media resources and services that are readily accessible and maximally utilized.

There is no provision made within the LEA for the use of the library-media center in the evenings and summers.

1 2 3 4 5 6 7

Remarks;

Each school has in operation a system by which the existing library-media center is open to the school population evenings and summers.

A schedule has been developed including a roster of school personnel, teachers, librarians, teacher aides, volunteers, etc., to staff the library-media center.

The library-media center is open at least 50 percent of the after-school hours (4:30 p.m. - 10:00 p.m.) and 85 percent (9:00 a.m. - 9:00 p.m.) in the summer.

The public library resources are utilized and included in plans for making services available to community members.

There is an effort made within the local education agency to reproduce quality instructional and practice materials for distribution to the teachers of reading. Materials that allow learners to work independently should relate to the defined curriculum of the LEA.

There is no provision in the LEA for the production, reproduction and distribution of teacher-made materials.

1 2 3 4 5 6 7

Remarks:

There is a system in operation that catalogues teacher-made practice and instructional materials for distribution throughout the LEA.

There is a system in operation at the building level that encourages teachers of reading to share materials.

There is a designated place within the LEA for the reproduction and distribution of instructional and practice material.

Each local education agency defines their reading curriculum and makes the information available to the public.

There is no provision in the LEA for making the current reading curridulum available to the community.

1 2 3 4 5 6 7

Remarks:

The LEA has available to members of the community the approved current reading curriculum articulated in language that the public at large can understand.

The reading curriculum dissemination point is centrally located.

The local education agency annually has available a survey or representative sample of reading achievement levels.

There is no provision in the LEA for disseminating information about reading achievement.

1 2 3 4 5 6 7

Remarks:

The LEA annually provides data concerning the progress of students in that community.

There is a system in operation for the collection and distribution of reading achievement in the LEA.

DIAGNOSIS AND PRESCRIPTION IN THE QUALITY COMMUNITY READING PROGRAM

There is accommodation of the instructional reading level for all individuals.

There is no provision within the LEA to accommodate the instructional reading level of each pupil.

1 2 3 4 5 6 7

Remarks:

The LEA has a system in operation that allows each student to be taught at his instructional level.

All teachers subscribe to the teaching of pupils at their instructional reading level.

All teachers in the LEA have the tools and needed background knowledges to determine instructional reading level for each pupil.

There is refined accommodation of the varying moments and degrees of readiness, varying rates and styles of learning, and special needs and problems of all participants.

There is no provision within the LEA for the individual differences in pupils terms of style, rate, and time of learning.

1 2 3 4 5 6 7

Remarks:

Teachers in the LEA are encouraged to become familiar with and employ various approaches, techniques, etc.

There is opportunity provided as well as materials and staff to determine the needs of individual pupils.

There is a complete diagnostic testing system which includes the use of criterion-referenced instruments.

There is no provision in the LEA for the diagnosis of pupils.

1 2 3 4 5 6 7

Remarks:

There is a system in operation for the diagnosis of each pupil.

The LEA has available and makes use of criterion reference instruments for use in diagnosis.

There is adequate personnel to administer and score instruments utilized in diagnosis.

There is a system of identification and follow-up of physical limitations that may impair learning utilizing all available school and community resources.

There is no provision in the LEA for the identification and remediation of physical limitations that may retard learning.

1 2 3 4 5 6 7

Remarks:

There is adequate staff to perform vision and hearing screening to all pupils in the LEA at least, once a year.

The syatem allows for the testing of transfer students at mid-year.

The LEA has on hand the list of referral agencies for those who need further services.

THE DEVELOPMENTAL READING PROGRAM IN THE QUALITY COMMUNITY READING PROGRAM ACCOMMODATING SUB-POPULATIONS

There is an appropriate developmental reading curriculum provided for all learners in grades, K - 12.

There is no developmental reading curriculum in operation in the LEA.

1 2 3 4 5 6 7

Remarks:

There is a developmental reading curriculum articulated in the LEA for levels K - 12.

There are appropriate materials, staff, aides, etc., available for that curriculum.

There are curriculum adjustments in other subject areas for the learners who are unable to cope with necessary reading materials.

There is no adjustment made in subject areas for underachievers in the LEA.

1 2 3 4 5 6 7

Remarks:

The LEA recognizes that there must be adjustment made for underachievers.

Teachers, curriculum specialists, subject area teachers, etc., are encouraged to develop materials that may meet the needs of underachievers.

Those involved should have adequate time for the development of such materials.

The instructional program is flexible enough to allow for variation in achievement.

The reading program recognizes and accommodates the implications that racial, cultural, and sexual differences may have in terms of curriculum methodology, organization and administration, and materials.

There is no provision made in the LEA to utilize the multi-ethnic/multi-cultural approach to learning.

1 2 3 4 5 6 7

Remarks:

The LEA makes use of a multi-ethnic/multi-cultural approach to the teaching of reading by such things as utilizing materials that represent many cultural and ethnic backgrounds and providing role models that include more than traditional sex roles.

There is provision within the LEA for gifted and/or high achieving learners.

There is no provision in the LEA for gifted and high achieving learners.

1 2 3 4 5 6 7

Remarks:

There is a system in operation that first identifies the gifted or high achieving student.

There is provision made for these pupils to move at their rate through the approved curriculum.

There are materials available that challenge gifted or high achieving learners but assure sequential skill development.

There is an enrichment program for gifted or high achieving pupils that is coordinated in all subject areas.

There is a reading program available for the adult population

There is no provision or interest in providing instruction in reading for the adult population.

1 2 3 4 5 6 7

Remarks:

There is an attempt made to identify and provide services for adults (16 and over) who need basic reading instruction by contacting such agencies as:

1. Golden Agers
2. Senior citizen groups
3. community canvass
4. community needs assessment
5. other

There is a current list of community resources that provide basic reading instruction so that appropriate referrals may be made.

There is an articulated quality pre-primary component that involves parents.

There is no provision within the LEA for the pre-primary child.

1 2 3 4 5 6 7

Remarks:

There is communication and cooperation between the Reading Director and existing pre-primary services.

There is an organized effort to educate parents of pre-primary children to the readiness kinds of activities that may be carried on in the home; e.g., handbooks, classes, etc.

Expectations for entry into the primary grades is articulated and agreed to by existing pre-primary service agencies, primary teachers and the LEA board.

There is continuous progress organization of the reading curriculum so as to preclude gaps and omissions.

There is no provision in the LEA for continuous progress organization.

1 2 3 4 5 6 7

Remarks:

Time is recognized as a variable not as a constant in reading instruction.

Assessment and records of learner's acquired skills are available to teachers in order that this point is where new instruction may begin.

COMMITMENT TO THE QUALITY COMMUNITY READING PROGRAM

There is a commitment by staff to pupil learning and not just to teaching.

Staff believe that learning is complete and their responsibilities end when the lesson for the day is presented.

1 2 3 4 5 6 7

Remarks;

Staff are committed to pupil learner as manifested by:

1. keeping abreast of current innovations in the field
2. following up recommendations of specialized staff
3. providing adequate reinforcement for concept and skills
4. teaching to each learner's instructional reading level
5. teaching for mastery
6. developing a means of assessing whether LEARNING has taken place
7. other

All staff including administrators at every level should demonstrate their commitment to the importance, pleasure, and need for reading.

Administrators in the LEA are not directly committed to the reading program.

1 2 3 4 5 6 7

Remarks;

Administrators in the LEA demonstrate commitment to reading as a pleasurable and profitable task by such things as:

1. being a model
2. taking part in reading activities of the school
3. supporting and lobbying for reading and reading related concerns
4. active participation in the planning and implemention of the reading program

INTEREST AND ENJOYMENT OF READING IN THE QUALITY COMMUNITY READING PROGRAM

The reading program makes special provision for helping learners to perceive reading as an enjoyable activity

Reading is perceived as having only a utilitarian purpose.

1 2 3 4 5 6 7

Remarks:

The LEA encourages reading as an enjoyable and recreational activity through such things as:

1. reading clubs at school
2. book fairs
3. high interest library collection
4. attitudes of staff

EVALUATION OF THE QUALITY COMMUNITY READING PROGRAM

There is provision made in the LEA to periodically evaluate the effectiveness of all facets of the reading program.

The LEA makes no provision for evaluation of the total reading program.

1 2 3 4 5 6 7

Remarks;

The LEA yearly assesses the staff competencies in reading; achievement of learners; participation of volunteers; training and inservice components; diagnostic/prescriptive procedures; adult component; etc.